R E P O R T R E S U M E S

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THE DEVELOPMENT OF A TEST TO ASSESS THE OCCURRENCE OF SELECTED FEATURES OF NON-STANDARD ENGLISH IN THE SPEECH OF DISADVANTAGED PRIMARY CHILDREN.

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DADE COUNTY PUBLIC SCHOOLS, MIAMI, FLA.

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DESCRIPTORS- *DISADVANTAGED YOUTH, SOCIOECONOMIC BACKGROUND, *TEST CONSTRUCTION, TEST RELIABILITY, LANGUAGE DEVELOPMENT, VERBAL ABILITY, *LANGUAGE PATTERNS, LANGUAGE SKILLS, COMMUNICATION PROBLEMS, *SPEECH EVALUATION, AERA, FLORIDA, PLATS PROJECT, DADE CO. TESTS OF LANGUAGE DEV.,

THE INSTRUCTIONAL RESEARCH, DEVELOPMENT, AND EVALUATION UNIT OF THE DADE COUNTY (FLORIDA) PUBLIC SCHOOLS CONSTRUCTED SEVERAL INSTRUMENTS TO MEASURE CHILDREN'S LANGUAGE DEVELOPMENT. FOUR OF THESE INSTRUMENTS WERE USED BY THE SPECIAL LANGUAGE TEACHER PROJECT IN A STUDY CONDUCTED FROM FEBRUARY TO MAY, 1967 IN DADE COUNTY SCHOOLS. THE OBJECTIVES OF THIS STUDY WERE (1) TO GAIN INFORMATION ON THE VALUE OF THE TESTING DEVICES, AND (2) TO ASCERTAIN THE LANGUAGE DEVELOPMENT PROBLEMS OF FIRST AND SECOND GRADE DISADVANTAGED CHILDREN, SOME OF WHOM ATTENDED PROJECT SCHOOLS AND SOME OF WHOM DID NOT. THE 4 TESTS USED WERE (1) THE AURAL COMPREHENSION TEST, (2) THE ORAL USAGE TEST, (3) AN EVALUATION FORM, AND (4) AN ORAL LANGUAGE RATING FORM. TO TEST THE RELIABILITY OF INSTRUMENTS (3) AND (4), TEACHERS AND SPECIAL JUDGES INDEPENDENTLY EVALUATED THE CHILDREN'S LANGUAGE CHARACTERISTICS. THESE INDEPENDENT EVALUATIONS WERE THEN CORRELATED TO OBTAIN A MEASURE OF THE RELIABILITY OF THE INSTRUMENTS. THE CORRELATIONS WERE FOUND TO BE GENERALLY HIGH. DATA ON THE CHILDREN'S LANGUAGE DEVELOPMENT IN THE PROJECT SCHOOLS VERSUS SUCH DEVELOPMENT IN NONPROJECT SCHOOLS DURING THIS STUDY IS INCOMPLETE. IT WAS FOUND, HOWEVER, THAT THE SCORES OF A MATCHED SAMPLE OF PROJECT AND NONPROJECT CHILDREN ON INSTRUMENT (1) INDICATE NO SIGNIFICANT DIFFERENCE IN GAIN IN LANGUAGE DEVELOPMENT BETWEEN THE 2 GROUPS FROM FEBRUARY TO MAY. (WD)

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The Development of a Test to Assess the Occurrence of Selected Features of Non-standard English in the Speech of Disadvantaged Primary Children

PS000346

DADE COUNTY PUBLIC SCHOOLS
Miami, Florida

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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THE DEVELOPMENT OF A TEST TO ASSESS THE OCCURRENCE OF SELECTED FEATURES OF NON-STANDARD ENGLISH IN THE SPEECH OF DISADVANTAGED PRIMARY CHILDREN

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PS 000346

AERA
Chicago, Illinois
1968

THE DEVELOPMENT OF A TEST TO ASSESS THE OCCURRENCE OF SELECTED FEATURES OF NON-STANDARD ENGLISH IN THE SPEECH OF DISADVANTAGED PRIMARY CHILDREN

Background

The Dade County Tests of Language Development were constructed by the Instructional Research, Development, and Evaluation Unit of the Dade County Public Schools to assist in the evaluation of a funded ESEA Title I project created to supplement present language and reading development programs in schools where children are characterized by major correlates of socio-economic disadvantage.

The Dade County Tests of Language Development were designed to assess objectives for the Special Language Teacher Project, known in Dade County as the PLATS Project. PLATS is a language development program designed to assist children who have trouble with communication skills. Employing the talents of 124 Project Language Arts Teachers, the program provides special emphasis on oral language.

Project teachers were selected by the school principal from within his or her own staff wherever possible. Principals used the following criteria as a basis for their selection: (1) experience and competence in working with children, (2) ability to work with fellow teachers, and (3) an innovative spirit. Each PLATS teacher works in his or her school with three or four classroom teachers. Since its inception in January, 1965, the PLATS teachers have been working with approximately 400 classroom teachers per year and more than 12,000 elementary children, the largest percentage of

whom are in primary grades.

This project employs team-teaching and careful coordination between the project and classroom teacher. Together they develop a plan that will achieve the basic goals of this project: (1) to increase language learning, (2) to aid in appropriate concept formation, and (3) to provide added insight in methods of assessing and teaching children.

The result is a unique language arts program constantly being revised to meet the changing needs of the students.

To support the instructional program, it was considered necessary to identify occurrences of non-standard language among the students.

The Tests

The Dade County Tests of Language Development include four instruments which attempts to assess language development:

1. Test I Aural Comprehension (Receptive)
2. Test II Oral Usage (Productive)
3. Test II Evaluation Form (Productive)
4. The Oral Language Rating Form

Each instrument is designed to help teachers assess presence or absence of language characteristics which, it is assumed, may retard or interfere with social, academic, and occupational mobility.

The Instructional Research, Development, and Evaluation Unit, directed by Dr. Ralph Hall, has produced these instruments through the coordinated efforts of educational psychologists, linguistics specialists, reading specialists, and master teachers.

After reviewing the literature and available instruments that might help assess this program, a test development team was formed. This team centered

the construction of each instrument around linguistic categories where the childrens' performance and skill typically identified standard or non standard verbal behavior. The categories were selected by linguistics specialists in consultation with Dr. Martin D. Loflin, formally of the Center of Applied Linguistics, Washington, D.C.

The test items reflect features which depart most significantly from standard English. The following language features were assessed:

1. PRONUNCIATION: Distinguishes between then and den; they and day; both and boat; thin and tin; and thin and sin.

2. COMPARISON: Uses the correct form of comparison such as bigger, biggest; more beautiful, and most beautiful rather than more bigger, beautifuller and beautifullest.

3. DOUBLE NEGATIVE: Uses negative expressions, such as don't have any rather don't have none.

4. PLURALS: Distinguishes between regular and irregular plurals (i.e., says feet and not foots). Pronounces the s- ending of regular plurals correctly (i.e. boots /s/, horses /Iz/, dogs /z/.

5. PAST TENSE: Uses the appropriate past forms of irregular verbs rather than participle forms (uses appropriate I ate instead I et). Uses the appropriate past form of irregular verb rather than inappropriate form with the regular -ed ending of past form (i.e. I drank instead of I drinked my milk).

6. PAST PARTICIPLES: Uses the appropriate participle form (i.e. cut rather than cutted, or brought, rather than brung).

7. PRONOUNS: Uses appropriate pronoun form.

8. USES OF DO: Uses appropriate forms of do in questions, answers, and in affirmative and negative statements.

9. USES OF BE: Uses, rather than omits, appropriate forms of be.

10. USES OF HAVE: Uses, rather than omits, appropriate forms of have.

11. SUBJECT-VERB AGREEMENT: Uses correct verb form when he or she is used as subject. Verb form has appropriate ending sound (i.e. He takes, He watches, He wears, rather than the uninflected or simple forms (i.e. He take, He watch, He wear).

Test I, Aural Comprehension, a group instrument containing thirty items, can be administered by the classroom teacher. The subject's receptive ability or understanding of certain standard English features, is estimated when he marks one of three pictures in response to each of the teacher's spoken statements. Each subject works in an individual, color-coded record booklet designed for both ease of administration and student motivation.*

Test II, Oral Usage,** is individually administered and provides a means of analyzing the subject's productive control of selected features of standard English. Test II, Oral Usage, may be preferred by a teacher desiring more intensive information relevant to an exceptional child, or to the entire class when the teacher is supported by a team of trained linguists. The test administrator presents each subject with a series of six pictures. The subject is directed to respond verbally to questions designed to elicit a specific verbal behavior. The subject's responses are tape-recorded and later analyzed with reference to a standard evaluation form, The Oral Language Evaluation Form.***

Results

Test I, Aural Comprehension, receptive, was administered in February 1967 to 1,075 project children in 38 schools and to 238 non-project children in five schools. It was determined that the means were significantly different at the .01 level of confidence. Since it was not possible to adjust the initial means through covariance analysis, it was decided to form groups of children matched according to sex, grade and pre-test score and then to

* (Sample yellow page attached)
** (Sample Plate I (blue page) and questions (green page) are attached)
*** (Evaluation and Rating Forms attached)

compare gains on Test I, Aural Comprehension from February to May of these matched groups.

Table 1 shows a comparison of gains of matched groups of project and non-project children on Test I, Aural Comprehension.

TABLE 1

GAINS ON DADE COUNTY TESTS OF LANGUAGE DEVELOPMENT, TEST I, AURAL COMPREHENSION, FEBRUARY TO MAY 1967 FOR MATCHED SAMPLES FROM FIRST AND SECOND GRADES

	Experimental Group			Control Group			Gain Exp. Over Control	T	P
	Feb.	May	Gain	Feb.	May	Gain			
N	99	99	-	99	99	-	-	-	-
Mean	23.96	26.30	2.34	23.98	26.06	2.08	.26	.536	.60
S.D.	3.21	3.50	-	3.07	3.35	-	-	-	-

Table 1 shows mean gains of the project and non-project samples as 2.34 and 2.08, respectively. A t-test applied to the difference between the mean gains indicated that the difference was not large enough to be significant.

Test II, Oral Usage, the productive section of the test was administered in February and May 1967 individually to a sample of 100 first and second grade children from ten schools served by the project. The same administrators also gave the test to a control group of 27 first and second grade children from five schools which were not served by the project.

Treated and non-treated samples were selected by the Evaluation Unit in a random fashion from rosters of names supplied by the schools. Approximately 10 children per school formed the treated sample and six pupils per school the non-treated sample.

Table 2 shows the means and standard deviations of the weighted scores of boys and girls in first and second grades of schools served by the project.

TABLE 2

GAINS OF PROJECT PUPILS ON TEST II, ORAL USAGE FEBRUARY TO MAY 1967. AS ESTIMATED BY TAPE RECORDING EVALUATORS

FIRST GRADE

	BOYS		GIRLS		TOTAL	
	PRE	POST	PRE	POST	PRE	POST
N	27	20	23	17	50	37
M	23.4	34.1	27.5	37.4	25.3	35.6
S.D.	14.6	16.8	16.6	15.9	15.5	16.3
Gain	10.7		9.9		10.3	

SECOND GRADE

	BOYS		GIRLS		TOTAL	
	PRE	POST	PRE	POST	PRE	POST
N	25	23	25	22	50	45
M	41.0	52.4	44.1	58.2	42.6	55.2
S.D.	20.4	17.4	17.0	16.5	18.8	17.2
Gain	11.4		14.1		12.6	

From February to May the gains for the first grade boys and girls were approximately the same, though on the pre-test the girls' means were three to four points higher than the boys. At the second grade the girls showed this same initial superiority of four points and gained more than the boys. (The significance of the difference between these gains has not been tested yet.)

Test II, Oral Usage, was administered to small samples of non-project pupils with the results shown in Table 3.

TABLE 3

PERFORMANCE OF NON-PROJECT PUPILS ON TEST II, ORAL USAGE FROM FEBRUARY TO MAY 1967 AS ESTIMATED BY:

JUDGES
(Tape Recording Evaluators)

	First Grade		Second Grade		Total	
	PRE	POST	PRE	POST	PRE	POST
N	9	8	17	18	26	26
M	51.7	65.5	53.6	64.8	52.9	65.0
St.Dev	21.1	15.7	21.0	20.4	21.0	19.1
Gain	13.8		11.2		12.1	

TEACHERS

	First Grade		Second Grade		Total	
	PRE	POST	PRE	POST	PRE	POST
N	9	9	18	18	27	26
M	50.4	55.5	49.0	62.6	49.5	60.4
S.D.	15.0	11.2	19.8	22.6	18.3	20.0
Gain	5.1		13.6		10.9	

The intent was to establish control groups but the large differences between the means of the project and non-project pupils on the pre-tests, as seen in tables 2 and 3, indicated that the groups were not comparable.

Personnel highly trained in linguistics were engaged as listening evaluators to assess the tape-recorded language of the pupils. Production scores were quantified and recorded for each subject.***

The Oral Language Rating Form enables teachers to record observations of the student's tendency to use standard or non-standard language features in each of eleven categories. Classroom teachers, working independently, assessed and rated each student who took Test II, Oral Usage, on specific productive factors. The observations recorded on The Oral Language Rating Form serve both as a guide to individual and group instructional needs, and as a means to assess progress when compared with later observations.***

Means and standard deviations of the children by grade and sex were calculated from teachers' and evaluators' ratings for both February and May performance. Pearson product-moment correlations were computed. (However, correlations based on $\frac{\text{PHI}}{\text{PHI (MAX)}}$ have been run at the University of Florida.)

TABLE 4

CORRELATIONS BETWEEN TEACHERS AND TAPE RECORDER EVALUATOR RATINGS

Pre-Pre			Post-Post	
1st grade boys	r = .13	N = 25	r = .79	N = 20
1st grade girls	r = .71	N = 22	r = .64	N = 16
1st grade total	r = .41	N = 47	r = .74	N = 36
2nd grade boys	r = .58	N = 23	r = .57	N = 22
2nd grade girls	r = .38	N = 21	r = .53	N = 21
2nd grade total	r = .65	N = 44	r = .56	N = 43
Grand Total	r = .55	N = 95	r = .70	N = 79

*** (Evaluation and Rating Forms attached)

Correlations between teachers and tape evaluators revealed the following:

1. Correlations on February ratings between tape evaluators and first grade teachers were high (.71) for girls and very low for boys (.13)
2. At the second grade the correlation for boys (.58) was higher than for girls (.38) in a comparison of February ratings
3. Correlations between ratings by teachers and tape evaluators were consistently high in May for both sexes and grades ranging from (.53) for second-grade girls to (.79) for first-grade boys.

An effort was made to determine which aspects of speech changed the most from February to May among the project children. Using the item analysis of responses evaluated by the judges it was found that second grade girls averaged 3.2 raw score points of gain and second grade boys only .9 raw score points of gain on 12 pronunciation items. Both first grade boys and girls averaged less than one raw score point of gain on this same set of items.

On seventeen items measuring proper use of verb forms no appreciable difference in gains between boys and girls at either grade was noted.

Table 5 summarizes gains of first and second grade children according to their teachers' evaluations. The Oral Language Rating Form was used by teachers to estimate the frequency of correct usage of eleven aspects of oral language. Teachers indicated the frequency for each pupil on a six-point scale from "never" to "always". The categories were weighted by specialists in language development ranging from a maximum score of two for correct use of the negative to a maximum score of 15 for always maintaining subject-verb agreement. A perfect score on the form was 100.

TABLE 5

GAINS OF PROJECT PUPILS ON TEST II, ORAL USAGE, FEBRUARY TO MAY 1967, AS ESTIMATED BY CLASSROOM TEACHERS

FIRST GRADE

	BOYS		GIRLS		TOTAL	
	PRE	POST	PRE	POST	PRE	POST
N	25	20	23	16	48	36
M	33.7	36.4	34.7	42.0	34.2	38.9
S.D.	12.7	18.5	11.4	24.8	12.0	21.5
Gain	2.7		7.3		4.7	

SECOND GRADE

	BOYS		GIRLS		TOTAL	
	PRE	POST	PRE	POST	PRE	POST
N	25	24	25	22	50	46
M	41.5	48.2	47.0	56.9	44.2	52.3
S.D.	16.2	20.0	17.1	19.9	16.9	20.4
Gain	6.7		9.9		8.1	

Tables 3 and 5 show that mean gains of project and non-project first grade pupils were similar, i.e., 4.7 for project and 5.1 for non-project. However, gains for second grade pupils were 8.1 for project pupils and 13.6 for non-project. It was not possible to test the significance of the mean gains because initially pre-testing of the groups indicated that they were performing at different levels.

Discussion

The features that differentiate between standard and non-standard English are, generally considered, nominal or qualitative variables. The performance profile is appropriately obtained by counting the number of times a particular kind of language behavior occurs. An early attempt to investigate underlying variables which might be operating within the four instruments indicated an unsatisfactory relationship between the nominal language features and tendencies to form factor groupings. Questions designed for particular language features and accepted by linguists as having adequate construct validity, tended to be redistributed to new groupings with questions from other language features by the factor analysis. This analysis redirects our focus toward the tremendous complexities which exist within the interrelationships of the language skills and intellectual processes, but leaves us with a rather clear indication that the strength of the Dade County Tests of Language Development is found in its ability to evidence particular language behavior and are not considered instruments which measure variables underlying linguistic ability.

A factor analysis of Tests I and II performed at the University of Florida for project and non-project pupils indicates:

1. One general factor for Test I, Aural Comprehension (Receptive)
2. Nine factors are revealed for Test II, Oral Usage (Productive)

In Test II, Oral Usage, the first factor loads heaviest on verb endings that differentiate between present and past tense. This might be a temporal factor (to hazard and interpretation).

The second factor loads heaviest on stimulus questions having a compound structure. (Example) " Has the boy cut some branches off or has he broken them off?" At present the other factors resist interpretation.

Teacher acceptance of the instruments was noted at professional meetings for the 124 PLATS Teachers who used the materials in conjunction with their instructional assignment. The teachers tended to emphasize the practical importance of these instruments as a guide to identifying the instructional needs and goals in the language arts project.

Item analysis for Test I, Aural Comprehension is available in the Teacher's Manual. Indices of discriminating power for the test items are also indicated in the Teacher's Manual. Differences between groups of children in the middle to upper socio-economic levels, and groups of children in the lower, disadvantaged, socio-economic community were obtained.

A test is generally considered adequate if more than 50% of the items have an index of discriminating power above +.40 and when less than 10% of the items have an index between 0 and +.20. No item should have a negative index.[1]

50% of the items in this test (14 items) were considered "good", and had an index of discrimination of +.40 or better. 50% of the items in this test (14 items) were considered "fair", and had an index of discrimination of between +.20 and +.40 or better.

The formula used to compute the index of discriminating power in this instrument is the following:

$$D = \frac{U - L}{N}$$

---

[1] J. Stanley Ahmann and Marvin D. Glock, Evaluating Pupil Growth, (Ally and Bacon, Inc., 1961, p. 296.)

When:

D = index of discriminating power

U = number of students in upper group who answered item correctly

L = number of students in lower group who answered item correctly

N = number of students in each group

Tables I and II on pages 17 and 19 in the Teacher's Manual indicate the index of discriminating power and the point value assigned to each item.

Dr. Wilson Guertin, Professor of Education and Psychology at the University of Florida is presently conducting statistical analyses of critical aspects of the instruments.

A sample set of The Dade County Tests of Language Development materials may be obtained at printer's cost ($3.00) by writing to:

Jerome Taft
Project Manager
Instructional Research, Development, and Evaluation
Dade County Public Schools
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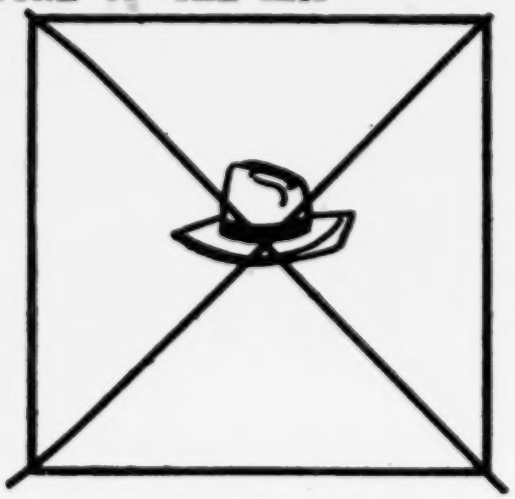
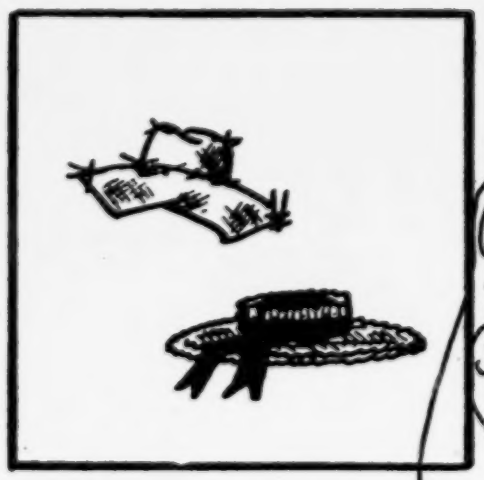
Finally, because of an indebtedness, we wish to thank all the Elementary School Principals, the PLATS teachers and their children for their valuable assistance and suggestions.

THIN

YELLOW PAGE 4
PRONUNCIATION
2 PTS

CROSS OUT THE PICTURE OF THE HAT

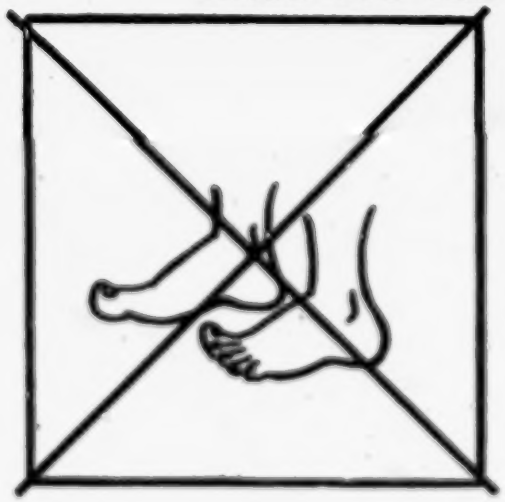


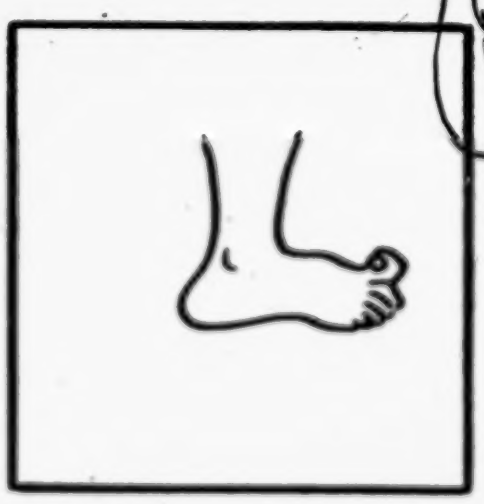


WHITE PAGE 5
PLURAL - 4 PTS

Sample Test of Language
Page 5 of Manual
Dade County Test
Developmental
Curriculum Comprehensive
Test I

CROSS OUT THE PICTURE OF THE FEET





GOLDENROD PAGE 6
PLURAL - 4 PTS

Sample Questions to accompany Plate I

DADE COUNTY TEST OF LANGUAGE DEVELOPMENT
TEST II, ORAL USAGE, (PRODUCTIVE)

DIRECTIONS:

1. Repeat questions slowly.
2. Questions should be undistorted - as much like speech as possible.

FRAME ONE

Stimulus from examiner	Typical pupil's response	Feature being evaluated	Points
1. The boy wants to know if the man is going to the river or the lake. What question would he ask?	Are _____?	Form are beginning a question	3.0
2. The father is asking the boy if he wants to go fishing. What question is he asking?	Do _____?	Form do beginning a question	3.0
3. Does the man have a fishing pole? (Yes, he ...)	(Yes, he) does.	Form does as a substitute	3.0
4. Tell me what the boy has in this [right] hand. (He ...)	(He) doesn't have anything. or Nothing.	Intervocalic voiceless th in -thing	2.0
5. Tell me what the boy doesn't have that the man does have. (He ...)	(He) doesn't have a fishing pole.	Form doesn't as a negative	3.0
6. This is a worm coming out of the can. What are these? [Point to worms.]	Worms.	Plural s pronounced /z/	2.0
7. What does the man take with him when he goes fishing? (He ...)	(He) takes _____.	3rd person s pronounced /s/	2.5

ORAL LANGUAGE RATING FORM

You are asked to evaluate the oral language of the children in your class. For the purpose of this study, oral languages has been divided into eleven categories. These categories are described below. Each of these categories is rated on a six-point scale. The scale starts at never and ends at always. You are to make a check under the appropriate words that best describe the oral language of the child.

CATEGORY	SCALE					
	NEVER	ALMOST NEVER	SOME-TIMES	USUALLY	ALMOST ALWAYS	ALWAYS
1. PRONUNCIATION: Distinguishes between then and den; they and day; both and boat; thin and tin; and thin and sin.						
2. COMPARISON: Uses the correct form of comparison such as bigger, biggest; more beautiful, and most beautiful rather than more bigger; beautifuller and beautifullest.						
3. DOUBLE NEGATIVE: Uses negative expressions, such as don't have any rather than don't have none.						
4. PLURALS: Distinguishes between regular and irregular plurals (i.e. says feet and not foots). Pronounces the s-ending of regular plurals correctly (i.e. boots /s/, horses /Iz/, dogs /z/).						
5. PAST TENSE: Uses the appropriate past forms of irregular verbs rather than participle forms (uses appropriate I ate instead of I et). Uses the appropriate past form of irregular verb rather than inappropriate form with the regular -ed ending of past form (i.e. I drank instead of I drinked my milk).						
6. PAST PARTICIPLES: Uses the appropriate participle form (i.e. cut rather than cutted, or brought, rather than brung).						
7. PRONOUNS: Uses appropriate pronoun form.						
8. USES OF DO: Uses appropriate forms of DO in questions, answers, and in affirmative and negative statements.						
9. USES OF BE: Uses, rather than omits, appropriate forms of BE.						
10. USES OF HAVE: Uses, rather than omits, appropriate forms of HAVE.						
11. SUBJECT-VERB AGREEMENT: Uses correct verb form when he or she is used as subject. Verb form has appropriate ending sound (i.e. He takes /s/, He watches /Iz/, He wears /z/, rather than uninflected or simple forms (i.e. He take, He watch, He wear).						

ORAL LANGUAGE EVALUATION FORM

DADE COUNTY TEST OF LANGUAGE DEVELOPMENT-TEST II
(PRODUCTIVE)

PUPILS' NAME _____ AGE _____

SCHOOL _____ GRADE _____

CLASSROOM TEACHER _____ PLATS TEACHER _____

EXAMINER _____ DATE _____ TAPE NO. _____

Instruction:
(Circle Numerical Value for each response).

Right	Wrong	Omitted

Right	Wrong	Omitted

Frame One

1	3	3	3
2	3	3	3
3	3	3	3
4	2	2	2
5	3	3	3
6	2	2	2
7	2.5	2.5	2.5

Frame Four

1	2.5	2.5	2.5
2	2	2	2
3	2	2	2
4	2	2	2
5	2	2	2
6	2	2	2
7	3	3	3

Frame Two

1	2	2	2
2	3	3	3
3	2	2	2
4	2	2	2
5	2.5	2.5	2.5
6	2	2	2
7	2	2	2

Frame Five

1	2	2	2
2	3	3	3
3	2.5	2.5	2.5
4	2	2	2
5	2	2	2
6	2	2	2
7	2	2	2

Frame Three

1	3	3	3
2	3	3	3
3	2	2	2
4	2	2	2
5	2	2	2
6	2.5	2.5	2.5
7	2	2	2

Frame Six

1	2	2	2
2	3	3	3
3	2	2	2
4	3	3	3
5	2.5	2.5	2.5
6	3	3	3
7	3	3	3

Scorer _____

Date _____

Total right _____

Total Wrong _____

Total Omitted _____